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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: (1) science fiction in elementary school science education; (2) the portrayal of black characters in children's literature; (3) UFOs and their correlates as a folkloric theme; (4) American autobiography; (5) children's picture story book reviews; (6) Chicano adolescent literature; (7) interpersonal cognitive complexity as related to the character perceptions, literary response preferences, story comprehension, and literary attitudes of adolescent readers; (8) young children's verbal responses to literature in parent-child story time interactions; (9) hyperbole in children's literary development; (10) the role of the teacher as depicted in American and Japanese literature for children and younger adolescents; (11) cultural parameters in stories containing characters with Hispanic names in Texas elementary school readers; (12) children's developing use and understanding of literary conventions in their story reading and writing; (13) characterization of the Anglo-American male in realistic and adolescent fiction; and (14) the child as depicted in English children's literature from 1780 to 1820. (HOD)

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Literature, Literary Response, and the Teaching of Literature:

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Compiled by the Staff
of the

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CS 208 051

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Order No. DA8311523

ADAIR, SUSAN ANDERSON, ED.D. *Temple University*, 1983. 186pp. Major Adviser: Dr. Chester E. Raun

Science fiction is a popular literary genre with children because it portrays an infinite variety of possible futuristic images effected by the impact of science and technology on human affairs. The purpose of this study was to explore use of science fiction literature to teach science in elementary science programs.

Using content analysis techniques, three characteristics of this literature were considered as hypotheses: (1) the quantity of scientific terms; (2) the validity of scientific concepts; and (3) the readability levels of these books. Three characteristics of science fiction authors were also considered in research questions. These characteristics were: (1) the author's background in science; (2) the time period in which he wrote; and (3) the span of time in which he wrote. A random sample of 62 children's science fiction books was collected and analyzed, representing books published before and after the launching of Sputnik.

A list and frequency count of scientific terms were recorded, and a value of terms per page was calculated for each book. A sample of 216 science concepts was drawn from the 62 books and given to a panel of science educators. This five-member panel rated each concept as accurate or inaccurate. An accuracy proportion was calculated for each book. Using a modification of the Fry Readability Graph procedure, readability levels were ascertained for each book. Values were expressed as grade levels.

Three null hypotheses and five research questions were tested using appropriate nonparametric statistical tests. Results of the analyses of the data showed that there were significantly more scientific terms in books from the pre-Sputnik period. There was no significant difference in the validity of scientific concepts from one time period to the other. Finally, there was no significant difference in the readability levels of books from one time period to the other.

Classroom teachers may choose to use science fiction books appropriate to their science programs with the knowledge that the validity of the science and the readability levels have not changed significantly from 1940 to 1980. When teachers are concerned with the quantity of scientific terms, they should be aware of the differences between pre-Sputnik and post-Sputnik books.

THE PORTRAYAL OF BLACK CHARACTERS IN CHILDREN'S LITERATURE

Order No. DA8312523

ALFORD, SANDRA ELAINE, PH.D. *University of Pittsburgh*, 1982. 117pp.

One hundred sixty-three children's books appropriate for children ages five through twelve, were read and analyzed to determine if bias existed in the portrayal of Black characters. It was hypothesized that if bias existed in the sample of books selected, it would exist in the forms found by the Katz and Braly and Kimball Young studies. These studies concerned the assignment of particular traits to Blacks (i.e., lazy, stupid, etc.). In addition, it was hypothesized that if bias existed in the sample it would be more prevalent in the books published prior to the landmark Supreme Court ruling on desegregation in 1954.

The research was conducted by using a one group measured once design, in which the investigator read the 163 books identified from four booklists. After each book was read, a 41-item questionnaire was completed. Analysis of the data revealed that bias did not exist; no significant level of bias was found in the 163 books read.

A second study utilizing a more sensitive instrument and a larger number of raters was conducted to determine if bias existed within a sub-sample of books. A sub-sample of 11 books was randomly selected from the booklists to be read by students in an introductory psychology class at Wayne State University in Detroit, Michigan. A content analysis scale which consisted of 51 questions was used by the students. Each question was answered on a ten point scale.

Of the 51 questions on the modified BICLS, 40 (78%) yielded responses which indicated a significant ($p < .05$) level of variance across the books read.

This finding suggests that within the body of children's books read, some books portrayed Blacks in a biased manner and others did not. What this may also suggest is that Black characters are portrayed nonstereotypically, not as a group but as unique individual characters.

The analysis yielded some interesting results. Of the 51 questions, 11 (22%) showed no significant differences in the portrayal of Black characters within 11 books. This finding, consistent with previous research, suggests that where bias existed it tended to be in the form of generalized or stereotypic treatment of Black characters.

MYSTERIES IN THE EYE OF THE BEHOLDER: UFOS AND THEIR CORRELATES AS A FOLKLORIC THEME PAST AND PRESENT

Order No. DA8308849

BULLARD, THOMAS EDDIE, PH.D. *Indiana University*, 1982. 608pp.

The thousands of reports of unidentified flying objects (UFOs) since 1947 seem to contain the ingredients for a modern folklore which is active in the mainstream of society and deserving of attention by folklorists. I concentrate on the content aspect of UFO lore and compare the stories told about UFOs with familiar folklore in order to test for similarities. For data I have drawn on the extensive body of documents and printed sources which record UFO reports, and from this material I have sketched a history of modern UFOs. Stories of objects with an appearance, behavior and functional role similar to modern UFOs begin long before 1947, so I trace UFO prehistory from mythology through ancient, Medieval and Reformation chronicles, when strange sights received a supernatural explanation, then find 19th century cases of apparently naturalistic events with unnatural descriptions, and finally chart the evolution of technological aerial mysteries such as phantom airships reported at the turn of the century. This history locates UFOs as heirs in a long tradition of mysterious aerial phenomena, shows the adaptivity of such wonders to the idiom of the time, and allows a separation of the permanent from the variable elements in these accounts.

Next I establish a typology from the material. I base the typology on story types and identify six categories to cover modern reports--(1) Simple sightings, (2) Sightings plus UFO effects on living and nonliving things, (3) Simple occupant sightings, (4) Friendly contact with human, intelligent spacemen, (5) Abductions of earthlings aboard UFOs by strange beings, and (6) UFOs implicated in other strange events. This typology demonstrates that UFOs are the subject of a limited number of distinct and recurrent story types.

The final comparison relates these stories to parallel materials. Simple sightings relate to antecedent aerial mystery reports while extraordinary effect stories such as vehicle stoppage in the presence of a UFO resemble accounts of a ghost which stops a horse. Occupants look and act much like dwarfs and fairies, but the more elaborate contact and abduction accounts parallel the call of the prophet on one hand, and on the other a journey to some otherworldly fairyland or realm of the dead. UFO stories thus demonstrate a family relationship to accounts in folklore, mythology and religion, and reincarnate age-old folkloric themes in an acceptable guise for an age of science and technology.

SYNTAX, VOCABULARY AND METAPHOR IN THREE GROUPS OF NOVELS FOR CHILDREN IN GRADES FOUR TO SIX

Order No. DA8324150

CARIOU, MAVIS OLIVE, PH.D. *The University of Michigan*, 1983. 206pp. Chairman: Helen L. Snoke

The objective of this study was to provide information about language differences in three groups of novels for readers in the middle grades. The three categories of novels, chosen from a 'high' literature--popular literature continuum, were as follows: Newbery award novels, honored for their "distinguished contribution" to children's literature; children's choice novels, selected for awards by children voting from lists of novels preselected by adults; and popular series novels, such as the Hardy Boys and the Nancy Drew mysteries. Within the categories of novels, the study examined the differences in

language in the opening, closing, and middle quarters. The language variables studied were aspects of syntax, vocabulary and metaphor.

Random samples of five hundred continuous words were drawn from each quarter of twenty-eight novels in each category. EYEBALL, a computer program by Ross and Rasche, was used on the samples to collect vocabulary statistics and to do preliminary syntactic analysis. The metaphors were evaluated by three judges using scales similar to the semantic differential scales. All the resulting data were submitted to analysis of variance procedures.

Significant differences among the three categories of novels were detected in ten measures of syntax, vocabulary and metaphor. The Newbery award novels had the highest means for all the syntax and metaphor variables: number of participles, number of coordinated verbs, number of complex objects of prepositions, number of adjective clauses, number of words per independent clause (T-unit), number of words per sentence, number of metaphors, and metaphor effectiveness score. The children's choice novels had means that were intermediate between those of the Newbery award and the popular series novels but tended to be closer to the popular series means, which were the lowest for all the syntax and metaphor variables. The popular series novels had the highest means for vocabulary difficulty and diversity, as measured by word length in syllables and the type-token ratio. These vocabulary findings should be interpreted cautiously in the light of the other findings.

AMERICAN AUTOBIOGRAPHY: THE PROPHETIC MODE

Order No. DA8307965

COUSER, GRIFFITH THOMAS, PH.D. *Brown University*, 1977. 410pp.

The mainstream of American autobiography constitutes a tradition which can be traced from the Puritans to the present through works by our major autobiographers. Generally, these autobiographies are characterized by the conflation of personal and communal history, the conscious creation of exemplary patterns of behavior, and their didactic, even hortatory, impulses. These distinguishing characteristics may be viewed as deriving from the tendency of the writers to assume the role of a prophet in writing autobiography. While prophetic autobiography may not be exclusively an American mode of autobiography, it does seem to be characteristically American, and our tradition of prophetic autobiography seems to be a distinctive achievement of American letters.

The sources of the tradition lie in our heritage of spiritual autobiography from the 17th century. Both the autobiographical act and the prophetic impulse were encouraged by Puritan culture. Identifying, in life and literature, with the Old Testament prophets, the Puritan clergy interpreted the will of God for their contemporaries. But in speaking for God to their community, they also functioned as representatives of their community--as articulators of its values and interpreters of its history, especially in times of crisis. Although spiritual autobiography was a relatively private form of expression, the narratives of Thomas Shepard, Increase Mather, and Jonathan Edwards illustrate the consequences--for form and content--of the adoption of the prophetic role by influential Puritans of three generations. The Quaker saint tended to embrace a larger community than the more tribalistic Puritan; John Woolman's *Journal* is the classic autobiographical expression of this distinct but related form of Protestant piety. In his autobiography, the deist, Franklin, was free from sectarian conventions, and he functioned more as a representative of his community than as a prophet, but his *Autobiography* did perpetuate, in more secular, nationalistic form, some of the characteristics of the prophetic autobiographies of his predecessors.

Thanks to Emerson's ideas about the self, Transcendentalism had both the autobiographical and the prophetic impulse built into it, yet it furnished no useful conventions for autobiographical writing. Reacting against Franklinian values, Thoreau appropriated some of the qualities of Puritan and Quaker spiritual autobiography in his writing. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

A DIALECTICAL STUDY OF THE FORMALIST CHARACTER OF KENNETH BURKE'S CRITICAL THEORY AND PRACTICE

Order No. DA8324534

DESCUTNER, DAVID NESBIT, PH.D. *University of Illinois at Urbana-Champaign*, 1983. 162pp.

This study challenged the conventional view that Kenneth Burke and the New Critics represent divergent approaches to the theory and practice of criticism. By using a telescoping dialectical method, this study unearthed considerable correspondence between Burke and the New Critics. Overall, this study found Burke to be more formalistic and the New Critics less formalistic than metacritical surveys typically suggest. Additionally, it found that viewing Burke as a formalist offered much insight into his theory and practice of criticism.

Burke and the New Critics first were shown to share several key historical influences. From these influences this study traced the origins of significant points of coincidence between Burke and the New Critics: the concept of tradition, the primacy of intrinsic criticism, the need for relational analyses of texts, the reliance on rhetorical categories, and the tolerance for multiple interpretations. Burke's inclusion of extrinsic factors and his appeal to the unconscious remained sources of tension between him and the New Critics.

Intensively reviewing the New Criticism's propositional content revealed further commonalities with Burke. Both parties claimed science was an inappropriate epistemological model for criticism, and both as well encountered difficulty in reconciling critical theory with critical practice. On the respective relations of experience and history to criticism, moreover, this study established that both parties agree on most central issues.

By addressing the more specific questions of form and intention, additional congruence between the two parties was discovered. Both parties concurred that examining internal form was an enterprise based on logic, and that structure was best assessed by not dividing form from content. Burke remained at variance with the New Critics by holding that form can also be illumined by attending to extrinsic factors. Concerning intention, both parties evidenced an unexpected degree of similarity. Bringing Burke in line with the New Critics on the question of intention were two discoveries: the impracticability of the New Critics' anti-intentionalist stance, and the surprisingly formalistic nature of Burke's treatment of intention.

A CONTENT ANALYSIS OF CHILDREN'S PICTURE STORY BOOK REVIEWS PUBLISHED IN SELECTED JOURNALS DURING THE YEAR 1981

Order No. DA8321434

DODSON, JANELLE SLAUGHTER, PH.D. *Southern Illinois University at Carbondale*, 1983. 135pp. Major Professor: Dr. Doris Dale

The purpose of this study was to examine the content of children's picture story book reviews published in periodicals used by librarians in the selection of picture story books for preschool and primary grade children to determine the extent to which the reviews included descriptive and evaluative information about the text and the illustrations. Chosen for analysis because of their widespread use were *Booklist*, *Bulletin of the Center for Children's Books*, *The Horn Book Magazine*, and *School Library Journal*.

Analysis was based on criteria considered important by children's literature authorities and useful by librarians in the selection of children's picture story books. An instrument was designed to assess inclusion of descriptive and evaluative statements about setting, plot, characterization, theme, point of view, style of writing, art medium, artistic style, color(s), color value, format, total artistic effect, comparison with other books by the author, and comparison with other books by the illustrator.

For the study 625 reviews appearing in the four periodicals during the year 1981 were examined. The findings included the following: (1) reviews usually included a plot summary, a description of the characters, and a general descriptive statement about the illustrations; (2) less than half of the reviews included descriptive statements about the format, the theme, and specific artistic and graphic techniques and materials used to help tell the story; (3) seldom did reviewers indicate point of view or compare the book with other books by the author or illustrator; (4) evaluative statements were found much less frequently than descriptive statements; (5) an evaluative statement about the total artistic effect was found in about 65 percent of the reviews; (6) information about the other criteria was found in less than one-third of the reviews; (7) the journals did not vary significantly in the inclusion of descriptive and evaluative information.

A STUDY IN THE EVALUATION OF CHICANO ADOLESCENT LITERATURE

Order No. DA8321618

FLORES, JUAN MANUEL, ED.D. *University of the Pacific*, 1983. 141pp.

The primary concern of this study was to determine if there were significant differences in the way that selected samples of Chicano adolescent literature were perceived by a sample of Chicano adolescents and a panel of professional librarians. The study investigated the current process of evaluating Chicano adolescent literature and if librarians have been successful in selecting literature for Chicano adolescent readers. The sources of data consisted of three Chicano adolescent books that were selected by a panel of public school librarians through a questionnaire that was administered by the investigator. The literature evaluations were conducted using Osgood's Semantic Differential Scale (SDS) and the Council on Interracial Books for Children (CIBC) instrument for evaluating Chicano adolescent literature. The SDS was used by the Chicano adolescents and the librarians, and the CIBC instrument was used only by the panel of librarians.

The sample consisted of 54 Chicano adolescent students. The panel of librarians consisted of ten librarians of the Fresno County Public Libraries System.

The primary hypothesis was that there would be no significant difference in the perceptions of the Chicano adolescents and the librarians. This hypothesis was tested three different times for each of the three samples of literature. There were also composite evaluations of each book and an overall comparison of the three books.

The t-test was used to identify significantly different evaluation scores between the Chicano adolescents and the librarians. Qualitative data were also collected using both the SDS and the CIBC instrument.

The results showed no overall significant differences in the perceptions of Chicano adolescents and the librarians. However, some individual items indicated differences in their perceptions of authenticity and relevance. It appears from the study that librarians have been reasonably successful in selecting literature for Chicano adolescents.

The qualitative analysis revealed a number of problems that were addressed separately in the study. Based on this analysis, the investigator made certain recommendations intended to improve librarian selection of reading materials for Chicano adolescents.

A DESCRIPTION OF THE EXTENT TO WHICH AFFECTIVE ENGAGEMENT WITH LITERATURE TAKES PLACE USING THREE DIFFERENT CLASSROOM STRATEGIES: TEACHER-DIRECTED LECTURE-DISCUSSION, SELF-DIRECTED SMALL GROUP, AND CREATIVE DRAMA EXERCISES

Order No. DA8313442

HARRIS, LEE FRANKLIN, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1982. 300pp. Chairperson: Helane Rosenberg

Research related to response to literature indicates that there is a relationship between teaching strategies and the types of responses students produce after reading selected pieces of literature. The primary focus of this study was to determine the extent to which classroom teaching strategies influence the affective engagement of a reader with literature. It was hypothesized that there would be significant differences in the frequency and kind of affective response produced by the subjects after the implementation of three treatment strategies: teacher-directed lecture-discussion, self-directed small group, and creative drama exercises. Secondary concerns were the influence of literature, and group on affective response; interaction effect between treatment and literature; and the influence of group, treatment strategy, and literature on cognitive response and reading information test scores. The subjects of the study were 60 high school sophomores who represented the middle 80% of ability and achievement in their class. The subjects had been previously assigned by a computer to three different tenth grade English classes. Each group was exposed to three pieces of literature (a short story, a play, and a novel) in the same order, but experienced the three treatments in varying order. To determine the extent of affective engagement with the literature, an open-ended question was presented to the subjects after their exposure to each piece of literature. Casey's seven categories of affective response (1977) were used to determine the number of affective and cognitive responses made by each student within each protocol. Means and standard deviations were derived. The General Linear Model (GLM) statistical procedure was applied to the data. Differences were considered significant at the .05 level of confidence.

Analysis of the data revealed that: (1) There was no significant difference among the three treatment strategies in their ability to influence affective response*; therefore, the hypothesis was rejected. (2) There was no significant group or literature effect related to affective response. (3) There was no interaction effect between the treatments and the literature. (4) There was a significant group effect, literature effect, and treatment effect related to cognitive response as well as the reading information text.

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*The probability factor (.10) indicated a slight treatment effect. While not statistically significant, it does provide both implications for this study and impetus for further research.

INTERPERSONAL COGNITIVE COMPLEXITY AS RELATED TO THE CHARACTER PERCEPTIONS, LITERARY RESPONSE PREFERENCES, STORY COMPREHENSION, AND LITERARY ATTITUDES OF ADOLESCENT READERS

Order No. DA8317341

HYNDS, SUSAN DIANE, PH.D. *Vanderbilt University*, 1983. 166pp. Adviser: Professor Robert S. Whitman

This study attempted to investigate the relationship of interpersonal cognitive complexity (peer complexity) to complexity for perceiving literary characters (character complexity) among adolescent readers. More specifically, the study explored the relationships of peer and character complexity to a number of literary response variables.

Eighty-three 11th grade students from a Davidson County public school in Nashville, Tennessee were asked to read a short story and respond in writing to such measures as: a free response assessment of the numbers of psychological attributes in subjects' descriptions of peers and story characters (peer and character complexity), response preference, story comprehension (literal and inferential), literary transfer, and literary interest.

Statistical analyses revealed a significant relationship between peer and character complexity scores at high levels of literary interest and not at low levels of literary interest. No association was found between "descriptive complexity" (the number of descriptive attributes produced for stimulus figures) and either psychological complexity or the literary response variables. "Liking" of peers was associated with higher peer complexity scores, a factor consistent with the hypothesis that individuals associate more with liked than with disliked peers. Although there was a trend for individuals of low peer complexity to produce fewer constructs for disliked characters, liking or disliking did not significantly affect character complexity scores. No relationships were found between either type of complexity and literal story comprehension, response preference, or literary transfer. High peer complexity was associated with high story interpretation scores (inferential comprehension) while high character complexity was associated with high literary interest. The study concludes that literary interest is a factor in the strength of relationship between peer and character complexity, and that both types of complexity are useful in the reading of literature. On the basis of these results, areas for further investigation and recommendations for educators are suggested.

GIFTED FIFTH AND SIXTH GRADERS' PREFERENCES AND RESPONSES REGARDING CONTEMPORARY OR CLASSIC LITERATURE

Order No. DA8312154

JOHNSTON, DAVID EDGAR, ED.D. *University of Washington*, 1983. 176pp. Chairperson: Professor Sam L. Sebesta

The major focus of this study was the attempt to determine the differential effects on response levels and preferences or interests of gifted intermediate-grade children as a result of a literature curriculum comprised of acknowledged classics as compared with a literature curriculum comprised of contemporary literature. Twenty students from two intermediate-grade gifted classrooms chosen on a voluntary basis comprised the sample used for the study.

Treatment consisted of ten weeks' reading in which each child was asked to read five pairs of books without any teacher interaction or involvement. The contemporary and classic books were paired by theme, focus, and genre. After reading each book, the children wrote a page or two noting such information as passages that intrigued them, ideas that came to mind that are not directly related to the story but have similar situations, character associations, thematic relationships, and similar concerns. Students were also asked to rate each book read by marking preference scale. At the end of ten weeks, each school group was asked to give subjective comments.

The data from the returned preferences scales were given numerical values according to Norvell. The responses were classified and counted using a system devised by Purves. All data were analyzed through a correlated *t*-test and analysis of variance, with significance sought at .05 level.

Findings indicate a trend favoring the preference for contemporary over classical works, but the trend was not statistically significant. No significant differences were found for Purves' engagement-involvement, interpretation, evaluation, or Squire's narrational or retelling categories. Significant differences were found for Purves' perception category, with a higher proportion of perception category responses accruing for contemporary as compared with classical works. Males made a greater number of perception responses than females; females made more engagement-involvement responses than males. Subjective data also pointed toward preference for contemporary literature over classical literature.

Implications point to the use of contemporary literature along with adapted classical works for gifted children, and to accommodation for possible response differences between boys and girls.

CHARACTERISTICS DISCRIMINATING BETWEEN MOST AND LEAST OFTEN PREFERRED BOOKS OF THE GEORGIA CHILDREN'S BOOK AWARD LISTS, 1972-1981

Order No. DA8314727

KARRENBROCK, MARILYN H., ED.D. *University of Georgia*, 1983. 231pp. Director: Roy C. O'Donnell

This was an exploratory study whose purpose was to identify book-related characteristics which discriminate between books which are most and least often preferred by children. The criterion used was the total number of votes cast in the Georgia Children's Book Award Program, 1972-1981. Sixty books (the three most often and three least often preferred books from the Georgia Children's Book Award lists for the ten years, 1972-1981) were scored on 107 characteristics which might contribute to reading preference. The variables examined related to characters, setting, story form, contents, style, format, and miscellaneous characteristics found in or related to junior novels.

The 107 variables were correlated with total vote, and thirty-four significant variables were identified. Georgia children preferred books with multiple focal characters, young children as focal characters, humor, a first person narrator who was highly engaged in the action of the story, urban and suburban/small town settings, informal language with few figures of speech, and high possibilities for identification. They do not prefer Native American characters, rural and historical settings, violence, plots based on abstract ideas and plots with multiple--interwoven story-lines. The significant variables were then entered into multiple regression equations for grades four through eight and for total vote.

The fifth grade vote was the most representative of the total vote with a correlation of .991. Each of the other grade level votes correlated significantly with the total vote, but all the grades were significantly different from the adjoining grades.

As a tentative cross-validation of the multiple regression equation, a predicted value for each book on the Georgia Children's Book Award list for 1982 was computed. A Pearson product-moment coefficient was computed between the predicted vote and the actual vote. The correlation was .291, and was not significant at the .05 level. Recommendations were made for further refinement of the procedures used in this study to identify book-related characteristics and for procedures to enhance the Georgia Children's Book Award Program.

TEACHING SHORT STORY COMPREHENSION WITH TEACHER-POSED AND STUDENT-GENERATED QUESTIONS

Order No. DA8315062

KAY, GARY JACK, ED.D. *Florida Atlantic University*, 1983. 177pp.

This researcher investigated the effectiveness of the use of a story scheme with either student-generated or teacher-posed questions as a means of facilitating community college students' comprehension of short stories. Three groups of community college students attending Broward Community College South Campus, south Florida, and enrolled in English 1102, Composition, constituted the sample for this study. The first experimental group, consisting of 15 students, read short stories with the use of the story scheme as an aid in generating their own questions on the stories they read. The second experimental group, consisting of 16 students, read short stories with the help of teacher-posed questions based on the story scheme. The control group, consisting of 13 students, read short stories with no instruction in how to read each; however, they were given instruction designed to improve their writing skills. Each group read six short stories over a period of two weeks. The results of six 15-item multiple-choice tests administered after each story was read disclosed the following: (1) Instruction in reading short stories with the use of a story scheme and self-generated questions did not significantly improve student comprehension of stories read. (2) Instruction in reading short stories with the help of teacher-posed questions based on a story scheme did, after three sessions of instruction, significantly improve student comprehension of the story they read. However, the significant comprehension gains that students derived from this instructional method were not sustained over subsequent sessions. (3) It took several sessions of instruction for the two instructional methods tested in this study to produce significant or even slight gains in student comprehension of stories. (4) Teaching students the story element *Theme*, as described in the story scheme of this study, did not significantly improve their comprehension of the story they read when that story element was taught. (5) Students in the self-generated question group did apply what they learned about a particular story element to the questions they asked concerning its role in the story. However, this process did not significantly improve their comprehension of the stories they read.

THE MORALLY EDUCATIVE VALUE OF LITERATURE

Order No. DA8316219

LISMAN, CONNIE DAVID, PH.D. *The University of Wisconsin - Madison*, 1983. 190pp. Supervisor: Associate Professor Daniel Pekarsky

My thesis is concerned with whether literature can be used to promote the moral growth of the young without at the same time neglecting or exploiting the aesthetic character of literature.

I consider this question in conjunction with a critical analysis of the major competing views within our literary tradition regarding the moral significance of literature and its relationship to aesthetic value.

According to formalism, the first major tradition, the purpose of literature is to produce works that can be appreciated for their own sake. I argue that formalism wrongly assumes that the value of a work of literature consists in its successful arrangement of surface qualities and is left with the inescapable but unsatisfying conclusion that the "significance" or "truth" of literature consists of its formal coherence.

The second tradition, the moralistic approach, maintains that works of literature are to be judged solely, or chiefly, with respect to moral standards. This perspective fails to appreciate the interdependence of what has been traditionally taken to be the literary work's formal structure and its moral significance and also wrongly assumes that in order to be "moral", literature must transmit moral prescriptions or populate our imaginary world with moral heroes.

I develop the view that the moral significance of literature consists in its capacity to promote moral self-understanding. This kind of moral value is an aspect of the literary structure. The intrinsically rewarding experience is at the same time a moral experience. This view substantially agrees with formalism that the value of the literary work is derived from the work's structure, rather than from the structure's relation to the world, as moralism insists. But contrary to formalism, this view insists that the "truth" of literature does not consist of formal coherence but of the work's capacity to deepen self-understanding.

I conclude that literature can serve the purpose of promoting moral growth by increasing moral understanding, clarifying our emotions, fostering respect for others, and strengthening our narrative sense of self. I briefly evaluate certain novels for use in the classroom.

YOUNG CHILDREN'S VERBAL RESPONSES TO LITERATURE IN PARENT-CHILD STORY TIME INTERACTIONS

Order No. DA8319643

MARTINEZ, MIRIAM FRANCES, PH.D. *The University of Texas at Austin*, 1983. 650pp. Supervisor: Nancy Roser

To gain insights into the foundations of story comprehension, this investigation described the nature of preschoolers' verbal responses to literature during parent-child story time interactions and explored selected factors which research suggested were related to these responses.

The researcher employed a case study approach. Subjects were four preschoolers, each of whom participated in the study with one parent. The major source of data for each parent-child pair was a series of 45 audio recordings of story time interactions that centered around stories supplied by the researcher that were unfamiliar and familiar to the children and stories from the children's personal collections.

Four units of analysis were identified: (1) utterance; (2) episode; (3) topic unit; and (4) non-story talk unit. These units were classified using systems modified or developed for use in the study. Utterances were classified according to contributing participant and type of talk (story talk, non-story talk). Story talk utterances were classified according to form, type, and focus. Episodes were classified according to contributing participant and language function. Both topic units and non-story talk units were classified according to initiating participant. The first type of analysis for each case study was quantitative and primarily involved deriving percentages to describe behaviors of interest. The second type was qualitative and was used to more fully characterize participants' behaviors. Findings were compared across case studies.

Findings included the following: (1) There were major differences in the general characteristics of story time interactions (e.g., quantity of story talk) across case studies. (2) While the children were predominantly narrational responders, they contributed a broad range of responses that were, across children, similar in form, type, focus, and qualitative characteristics. (3) The form and focus of the children's responses varied when listening to unfamiliar stories. (4) The response profile of each child paralled the profile of his parent, and some distinct differences were apparent across pairs. (5) The language of the children primarily functioned to seek information and share reactions. (6) Parents primarily used language to respond to questions. (7) Evidence was found that the functions served by parent and child language helped the child construct meaning.

THE EFFICACY OF BIBLIOTHERAPY ON THE MENTAL HEALTH OF ELEMENTARY STUDENTS WHO HAVE EXPERIENCED A LOSS PRECIPITATED BY PARENTAL UNEMPLOYMENT, DIVORCE, MARITAL SEPARATION OR DEATH

Order No. DA8315616

MORRIS-VANN, ARTIE MARY, ED.D. *Wayne State University*, 1983. 215pp. Adviser: Dr. Burnis Hall

This study was concerned with the effects of bibliotherapy on the mental health of a group of elementary students who experienced a loss precipitated by parental unemployment, divorce, marital separation or death.

Three elementary schools in the Detroit Public School system were selected for this study. Students from two fourth and two fifth grade classrooms at each school who experienced loss precipitated by parental unemployment, divorce, marital separation and death were identified. Following the identification of the students, twenty-six from each classroom were randomly selected to participate in the study. At each school one classroom group was assigned to one of the four groups: *Bibliotherapy, Bibliotherapy with Discussion, Counseling* or *Control*. A total of 312 students participated in the study.

The students were pre and post-tested with the *California Test of Personality, Form AA*. The correlated t-Test for related means was used to compare groups prior to initiation of the study. The correlated t-Test and Analysis of Variance were used to determine the effect of group treatment. A .05 level of significance was utilized.

The *Bibliotherapy Group* was significantly higher on the post-test than on the pre-test in personal and total adjustment but not in social adjustment. Both the *Bibliotherapy with Discussion Group* and the *Counseling Group* were significantly higher on the post-test than on the pre-test in personal, social and total adjustment. A comparison of the groups yielded the following: the *Bibliotherapy with Discussion Group* was significantly higher than the *Bibliotherapy Group* in social adjustment, personal adjustment and total adjustment, the *Counseling Group* was significantly higher than the *Bibliotherapy with Discussion Group* in social adjustment, but not in personal adjustment and total adjustment, sex and grade were found not to significantly influence the effect of bibliotherapy or counseling.

THE SEARCH FOR A USABLE PAST: A STUDY OF BLACK HISTORICAL FICTION

Order No. DA8316650

PETTIS, JOYCE OWENS, PH.D. *The University of North Carolina at Chapel Hill*, 1983. 172pp. Supervisor: Louis Rubin

A study of fiction by Black writers reveals that Black novelists have infrequently used Afro-American history as subject matter to write historical fiction. One explanation for the reluctance lies in an understanding of the progress of Black fiction which has been largely fashioned by and responsive to the sociocultural and political climate in which Black Americans have lived. Thus the 1920s, the decade of the Harlem Renaissance, and the 1960s, often referred to as the Second Black Renaissance, have been influential decades for nurturing Black historical fiction. Several historical novels were published in the 1930s. The period between 1966 and 1976 produced the first historical fiction by Black writers set in Africa and it produced artistically sound historical fiction. Before the Afro-American novelist could objectively envision and recreate a usable past from his history, he had to be emotionally, mentally, and socially free of the debilitating racial debris and the cumulative effects of three-hundred years of racism. The racial assertiveness of the Harlem Renaissance was the beginning and the racial revolution of the 1960s was an impetus for historical fiction by Black writers which reinterpreted, recreated, and reevaluated their history--necessary steps to securing a usable past and making it a part of historical fiction.

HYPERBOLE: A CLINICAL STUDY OF ITS ROLE IN CHILDREN'S LITERARY DEVELOPMENT

Order No. DA8316530

PIERCY, MIRIAM MCGLOTHLIN, PH.D. *University of South Florida*, 1983. 149pp. Major Professors: Frances S. Goforth, A. Edward Uprichard

The purpose of this study was to investigate the development of children's ability to comprehend hyperbole and to relate it to Piagetian theory in order to generate specific research hypotheses. The researcher conducted a clinical investigation which consisted of the development and administration of a two-part structured interview to a stratified sample of 56 subjects in kindergarten through fifth grade.

The first part of the interview, seriation, was a standardized administration of Piaget's seriation of length task for which the researcher developed a protocol and scoring system for four response categories.

The second part of the interview, hyperbole comprehension, was developed by the researcher and consisted of 17 individual items requiring students to respond to phrases and poetry in four response categories. Subjects were interviewed individually by the researcher. Responses were rated by independent raters using the researcher's criteria.

The results of the interviews included categorical data to support the content validity of the two measures, the scores obtained by subjects on each measure, and Pearson correlation coefficients between the two sets of scores.

There was evidence of a developmental trend in the subjects' responses to the hyperbole comprehension task. Percentage of responses in each response class tended to vary with chronological age, and mean scores tended to increase with chronological age. Of the 25 correlation coefficients ranging from 0.1332 to 0.5848, twenty-three correlations were statistically significant at the preset level of alpha = .05.

The specific research hypotheses generated by this investigation were: (1) There is a developmental hierarchy of hyperbole comprehension. (2) The presence of verbal humor enhances children's comprehension of hyperbole in literature. (3) The development of children's ability to comprehend hyperbole is positively related to cognitive development as postulated in Piagetian stage theory.

Knowledge gained from future testing of these research hypotheses can have important implications for the development and planning of reading and literature programs.

READER INITIATED RESPONSES TO SELF-SELECTED LITERATURE COMPARED WITH TEACHER INITIATED RESPONSES TO TEACHER-SELECTED LITERATURE

Order No. DA8314143

RAPPORT, REBECCA TISDEL, PH.D. *University of Minnesota*, 1983. 82pp.

The two major purposes of this study were to derive a system of response categories through the content analysis of letters written to Marguerite Henry and to investigate the differences in responses between letters written by children who were assigned to write to the author and those written freely by children on their own.

A group of letters comprised of a randomly selected group of 120 letters which had been donated to the Kerlan Collection at the University of Minnesota, along with hundreds of current letters enroute to be donated to the Collection, was analyzed. Four major response categories were identified: Letter Writer Style, Reaction With or For Facts and Information, Response to a Literary Work, and Perception of Henry as an Author or Human Being. A total of 49 subcategories were identified.

Two groups of letters were selected and subsequently analyzed using the system of response categories developed. One group consisted of 60 letters which had been written to Marguerite Henry by children with no adult intervention. The other group of 60 letters was written by children in fifth, sixth, and seventh grades in three schools in a large urban area who were assigned to write to the author after choosing to read one of her books from a selection offered by the researcher.

Results showed significant differences between the two groups of letters. Children writing on their own were more likely to have written to Henry on previous occasions. Their letters were often illustrated. They included more personal information and many more questions than those written by children who were assigned to write. The assigned letters contained many more retellings and evaluations of the books read.

Children's responses showed that the primary interest within texts is in characters. Neither group of letters contained much critical analysis of the books read. Both groups were likely to include responses relating emotional reactions to Henry's books.

When used as a group assignment, writing letters to authors produces poor letters containing literal level responses and simplistic evaluations.

THE CHILD AS DEPICTED IN ENGLISH CHILDREN'S LITERATURE FROM 1780-1820

Order No. DA8318126

SCAPPLE, SHARON MARIE, PH.D. *University of Minnesota*, 1983. 383pp.

This study examines the moralistic fiction written for English children between 1780 and 1820 to discover how the child was depicted and to discover the relationships between the portrayal of the child in literature and societal attitudes toward children. The study goes beyond textual synopsis to provide details of the content of early fiction for children and to show how writers and parents/adults regard children and childhood.

From the works of the authors who wrote juvenile fiction during this period, ten books were selected as representative texts on the basis of their popularity and classification as a moral tale. The extent of popularity was determined by the numbers of editions which are known to have been printed. Selections included: *Life and Perambulation of a Mouse*, *Fabulous Histories*, *Original Stories*, *Parent's Assistant*, *Keeper's Travels*, *Twin Sisters*, *Aunt Mary's Tales*, *Son of a Genius*, *Adventures of a Donkey*, and *History of the Fairchild Family*.

A descriptive analysis of English society during the eighteenth and early nineteenth centuries was drawn from noted scholarship in the histories and literature of the time. The criteria used to identify attitudes toward children are those interconnected aspects of English life which influenced the nature and nurture of children: (1) Family, (2) Education, (3) Religion, (4) Class, (5) Manners and Morals.

To determine how the child was depicted in the literature, a three-part analysis was made of each selected tale: (1) Structure and Content, (2) Lessons, (3) Relationship to Criteria used to describe aspects of English social life.

A comparison of the child in literature and the societal attitudes toward children indicated that the moral tales realistically depicted certain segments of English life in the late eighteenth and early nineteenth centuries. The writers' intent to regulate the child's thoughts and actions and to employ narration as a stimulus to learning are indicative of the adult recognition of childhood as an impressionable period of life, one which determined the kind of adult the child would become in later life.

AN INDEX TO THE MAJOR WORKS OF KENNETH BURKE

Order No. DA8318638

SETTLE, PETER LESLIE, PH.D. *Bowling Green State University*, 1983. 205pp.

The purpose of this study was to provide an index to the major works of Kenneth Burke. It was found that no previous effort had been made to index Burke's books in this manner and that some books had no index whatsoever. The index was limited to the nine books that represented Burke's major statements on theory, practice, and critical methods. Three index functions (collating, locating, and labeling) were the primary benefits sought though the provision of the index.

Additionally, a six step procedure was developed combining traditional elements of indexing processes with the unique requirements of this project. Finally, a series of decision rules was developed and adopted to assure consistency in the content of the entries for the index.

POETRY INSTRUCTION: DO BASALS FOLLOW RECOMMENDED PROCEDURES? Order No. DA8311522

SHAPIRO, SHEILA, ED.D. *State University of New York at Buffalo*, 1983. 286pp.

The manuals of sixth-grade basal readers were analyzed to determine whether the suggested poetry teaching procedures reflect the pedagogical procedures recommended by expert opinion and research. Stated objectives for poetry instruction were also examined.

After reviewing and synthesizing the recommendations of authorities in the field of children's literature, the views of poets and literary critics, and the findings and implications of research in the area of teaching and learning poetry at the elementary level, the researcher developed a set of five criteria deemed necessary to guide children toward the ultimate goal of enjoying and appreciating poetry.

An assessment instrument was developed from these criteria and applied to every poetry lesson in eight sixth-grade basal manuals. The instrument served as the basis for a descriptive analysis of the suggested poetry teaching procedures.

Findings indicate that objectives for poetry instruction in the manuals stress a one-dimensional, mechanistic view of poetry instruction. They are intended to teach cognitive rather than affective response to poetry, with an emphasis on the comprehension of form rather than the apprehension of content. The suggested poetry teaching procedures in general do not reflect the pedagogical procedures recommended by expert opinion and research. Poetry instruction in the manuals encourages students to view poetry as an isolated form of literature, lacking relevance to their own lives or previously encountered literature. Teachers are directed, in the majority of lessons, to read the poems orally while students listen, but are seldom encouraged to read poems more than one time. The suggested procedures foster student dependency on the teacher, thereby building a passive response to poetry. The poetry instruction is, for the most part, a superficial examination of poetic text, language, and form rather than an exploration of feelings, thoughts, and ideas. The suggested procedures include follow-up activities that are often designed to develop and reinforce cognitive skills rather than to extend aesthetic appreciation of poetry.

The study concludes with recommendations for improving the quality of poetry instruction in future revisions of basal manuals and suggestions for further research.

CULTURAL PARAMETERS IN STORIES CONTAINING CHARACTERS WITH HISPANIC NAMES IN ELEMENTARY READING TEXTBOOKS ADOPTED IN TEXAS, GRADES 1-3 Order No. DA8323506

THOMPSON, FRANCES ANN, ED.D. *East Texas State University*, 1983. 113pp. Adviser: A. D. Castle

Purpose of the Study. The purpose of this study was to determine to what extent a framework of twenty-five cultural parameters was in evidence in the state-adopted elementary reading textbooks for grades one, two, and three.

Procedure. All of the Texas state-adopted reading textbooks for grades one, two, and three had an equal chance of being selected for use in this study. Any pupil's edition of a reading book that contained stories with characters who had Hispanic names was actually used in this study. The teacher's editions, accompanying workbooks, or any other related materials were not used in any way. A list of twenty-five parameters of culture published by the Connecticut State Department of Education was chosen for use in this study because it was recommended by Dr. Alonzo Sosa. The textbooks were coded for identification purposes, and the selected stories in each reader were analyzed. Each paragraph in the stories was labelled according to which parameters of culture it contained. The parameters of culture then were transferred to the Data Work Sheet, and the data on all Data Work Sheets were recorded on the Data Summary Sheet. Tables and graphs were prepared to make the data easier to compare.

Findings. This study revealed the following: (1) Language, with a Quantity Index of 53.49 percent, was the most dominant parameter in this study. (2) Learning, with a Quantity Index of 44.00 percent, was the parameter that was second in prevalence in this study. (3) The parameter called Values had the highest average when compared with the other twenty-four parameters of culture in the twelve reading books used in this study. (4) Learning had the second highest average of the parameters in the twelve reading books used in this study. (5) Bonding ranked third in the comparison of averages for the parameters in the twelve reading books used in this study. (6) Presence, Spirit, Grooming, Precedence, and Ceremony had a zero average when ranked with other parameters of culture.

THE DEVELOPMENT IN USE AND UNDERSTANDING OF LITERARY CONVENTIONS IN CHILDREN'S READING AND WRITING OF STORIES Order No. DA8314164

VARDELL, SYLVIA MERGELER, PH.D. *University of Minnesota*, 1982. 237pp.

This study investigated and described the developmental nature of literary understanding as demonstrated by (20) subjects in the sixth, ninth, and twelfth grades, respectively. The research focused on examining subjects' responses to and understanding of the popular detective/mystery genre. Subjects were required (1) to read and reread a selected story and respond to it via written questionnaires, as well as (2) to compose such a formulaic story (rough and final drafts) and respond to it in writing by means of self-assessing questionnaires. Two discrete sets of data emerged: subjects' original story compositions and subjects' responses to the questionnaires which followed the reading and composing tasks. These data were analyzed using a content analysis scheme designed by the investigator which incorporated traditional literary elements (characterization, plot, setting, theme) as a framework for describing the quality of story writing and the depth of response. Results showed statistically significant differences across the grades in both composing and responding modes, particularly between sixth and twelfth graders. The original story compositions varied significantly in terms of the quality of characterization, use of foreshadowing, the creation of ending, total story development, and overall quality. Twelfth grade subjects achieved the highest ratings for each of these elements. Subjects' responses to the stories they read and wrote also showed significant overall developmental differences, particularly for the elements of characterization and plot. Older subjects demonstrated increased ability to ascertain motivation behind characters' behaviors and to discuss their representativeness of the story genre, especially in responding to the story selection. They were also best able to assess the degree of reality present in their own stories, the structuring of suspense in the stories they read, and the creation of believable conflicts and meaningful resolutions in response to both stories. A developmental picture emerged in terms of subjects' abilities to recognize story components, attribute them to an author, and articulate the extent to which these elements shape the response to literature. Students should be taught to bring this evolving literary sense to reading, writing, and responding to text, both as audience and as author.

DEVELOPING SELF-CONCEPT THROUGH BIBLIOTHERAPY

WAHLSTROM, WANDA LOUISE, PH.D. *University of Toronto (Canada)*, 1982.

The study explored the effects of a literature program specifically designed as a treatment condition to ameliorate children's problems related to self-concept. The purpose was to identify students with low self-concepts and average reading ability, engage them in a uniquely designed reading program based on bibliotherapeutic principles, describe the elements of the program in operation and to observe and analyze changes in the student's self-concept. Classroom teachers were asked to administer a sociometric instrument to their class and to use a prescribed set of guidelines to select four girls from a grade five classroom who were achieving at least average in their academic work, to participate in the reading program. Once identified, the girls were interviewed by the instructor. Subsequently, the girls completed the Piers-Harris "Children's Self Concept Scale" and the Estes

"Reading Attitude Scale". Following established principles from bibliotherapy, trade books were analyzed and 13 were selected for use in the 24 reading sessions. As well, one book was selected for each girl to read individually. The instructional mode was developed from Rogerian principles where the instructor provided minimal interpretation of the girls' comments and served primarily as a participant observer in conducting the reading and discussion sessions. Intensive monitoring of the program was conducted by tape recording each reading session and all interviews. The tapes were transcribed for data analysis purposes. At the completion of the study three of the four girls had an enhanced positive self-concept as documented by change scores on the Piers-Harris instrument. All girls developed a more positive attitude toward reading as measured by the Estes instrument and all girls admitted to feeling better about themselves. The girls' verbal reports revealed a belief that they had more friends than previously, were more accepted by their peers and, were more highly regarded by their teachers. The conclusion was confirmed by teachers' comments from taped interviews and was supported by observational data collected by the instructor over the period of the program. Although academic progress was not an issue in the study, it was of interest to note that as well as marked positive changes in personal development, all four girls made positive gains in their academic performance as documented on their report cards.

REALISTIC ADOLESCENT FICTION: CHARACTERIZATION OF THE ANGLO-AMERICAN MALE Order No. DA8315835

WARD, NELLIE CHARLENE MEACHAM, ED.D. *Arizona State University*, 1983. 233pp.

The purpose of this study was to examine characterization of Anglo-American adolescent males depicted in popular contemporary realistic adolescent novels. Thirty-three characters from thirty novels published from 1967 to 1982 served as the sample. Methodology employed content analysis, both quantitative and qualitative, with data recorded on a researcher-designed form. This analysis form included descriptive data about the novels and characters as well as the characters' personal traits and self-images, relationships to others, and goals and barriers to these goals to determine the existence or lack of stereotyping and static characters.

Results of this investigation revealed that most characters in the sample were sufficiently developed and that stereotyping did not exist among these characters. Patterns of characterization did emerge, however, as in characters' needs to leave home and their desires to attain control. Frequently, these characters were defeated, either partially or completely. Author conventions for these characters included lack of happiness, apathy toward outsiders, and little overt rebellion. Negative habits were largely discouraged by adolescent protagonists. Novels selected for this study showed a great deal of violence and death. Characters in the sample were typically intelligent, athletic, physically non-handicapped, and mature. They each had at least one friend, and most had female friends, either romantic or platonic. These characters usually functioned as only or oldest child in the families.

Further research, including comparative studies, is recommended for greater understanding of character development in novels popular with adolescents.

THE ROLE OF THE TEACHER AS DEPICTED IN AMERICAN AND JAPANESE LITERATURE FOR CHILDREN AND YOUNGER ADOLESCENTS Order No. DA8316462

WINTER, RYOKO YAMAZAKI, ED.D. *University of San Francisco*, 1982. 148pp. Chairperson: Dorothy Messerschmitt

Common understanding in the profession of education and evidence in psychological research suggest that there is, in fact, more than a cognitive relationship between a reader and a book. The problem of this particular study is based on the assumption of that relationship. Specifically, that relationship is an affective one.

The chief purpose of this study was to find out differences and similarities in the depiction of teachers' roles in teacher-pupil interactions in the literature for children and younger adolescents in the United States and in Japan. Samples were collected from selected novels from the two countries with a teacher as a main character or a significant subordinate character.

In order to compare and contrast how the teachers were depicted in the performance of their roles in their relationships with pupils, sets of content analysis variables were devised based on extensive cross-cultural study on the principles of education, teachers' roles in each system and on the effect of reading. Guided by six research questions, teachers' role behaviors with a certain resultant effect upon the pupil in each scene, a total of 431 scenes, were recorded in the content analysis data sheet, and then, were subjected to a series of non-parametric statistical tests.

Some of the findings were: the kind of roles teachers play are different in the two cultures. Japanese teachers playing more non-primary roles and Americans playing mostly primary roles. Japanese teachers interact with their pupils more extensively outside of school and school hours; American teachers restricted their interactions mostly to school and school hours. Japanese teacher-pupil interactions tended to involve more children, often a whole class, American interactions tended to be on a one-to-one basis. Though teacher-pupil interactions are depicted as generally positive and pupils are seen, generally, to admire their teachers, more American teachers were depicted negatively than Japanese teachers. In addition, American stories seem to show freely even very negative and unadmirable, unprofessional teachers, and everyone involved, teachers, themselves, colleagues, and pupils appeared to be freer to criticize teachers.

PARENT INVOLVEMENT IN A LITERATURE ENRICHMENT PROGRAM FOR STUDENTS IN GRADES FIVE THROUGH EIGHT Order No. DA8322991

WIRTSCHAFTER, CAROL LAVENSTEIN, PH.D. *University of Kentucky*, 1983. 156pp. Director: Dr. Gordon Liddle

The investigator conducted an experiment using upper elementary grade students and their parents testing the effects of parental involvement in a literature enrichment program. This involvement consisted of weekly parent/child discussions directed by cognitive and affective questions mailed to the home weekly during a 10 week Junior Great Books program at two Minneapolis public schools. The subjects were 47 fifth through eighth grade self selected students, primarily upper middle class. The parents of 25 of these students, randomly selected as experimental, were also subjects.

The experimental parents thought they were rating questions about stories their children read to aid the investigator in designing future questions; they did not know their participation was being measured. The returned "Parent Question Discussion Rating Form" was an indication of parent/child discussion on assigned topic questions. Neither students nor parents volunteered for a parent involvement program. Students were tested on story recall after all 10 selections had been discussed at school. About two years later all but two parents were interviewed to determine long term effects of involvement.

Data analysis demonstrated significantly higher recall by experimental group students. Experimental group parents remembered more interaction about the stories. They had read more of the selections. Results indicate that parents were able to reinforce the literature enrichment program with some long-term effects. Parents indicated that they preferred questions which went beyond factual recall.

The contribution of the question set as a parent involvement activity was that it allowed the parent to participate at home in a school directed learning experience with older elementary school students. It gave the parent a model for a question strategy which could be applied to other content areas; it strengthened the process of education within the home. This type of program offers the potential of being a realistic strategy for enhancing school achievement that can be implemented by the classroom teacher at little or no additional cost.

AMERICAN FOLKLORISTICS: THE LITERARY AND ANTHROPOLOGICAL ROOTS Order No. DA8313040

ZUMWALT, ROSEMARY, PH.D. *University of California, Berkeley*, 1982. 365pp.

There has been a major conflict in American folklore scholarship--the split between the literary and the anthropological folklorists. This conflict has manifested itself in the organizational framework of the American Folklore Society, and the publication policies of the *Journal of American Folklore*. Though folklore is now an independent discipline, with graduate programs, societies, and journals of its own, traces of this division are still felt.

To examine this split in American folkloristics, I begin with a discussion of the current state of the discipline, and with a review of the literature. I then provide an historical review of the field and scope of American folklore scholarship as it was delineated by William Wells Newell. The split between the literary folklorists and the anthropological folklorists is examined in the conflict between the American Folklore Society and the Chicago Folklore Society. With the demise of the latter, there continued a struggle between the literary and the anthropological within the American Folklore Society. The scholarly work of the literary folklorists (Child, Kittredge, Thompson, Taylor, Leach, Lord, Pound) and of the anthropological folklorists (Boas, Kroeber, Lowie, Speck, Herskovits, Bascom, Benedict) is presented, with a focus on the academic traditions established by both. A comparison of the two approaches to the study of folklore, both the orientation to, and the analysis of the material, suggests that there was more shared ground than has heretofore been recognized. Finally the debate between the literary folklorists and the anthropological folklorists is brought into present perspective with an examination of the conflict in contemporary folklore theory.

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